

## MILITARY MAGNET ACADEMY

2950 Carner Avenue  
North Charleston, South Carolina 29405

GRADES	6-8 Middle School	
ENROLLMENT	396 Students	
PRINCIPAL	Anderson W. Townsend	843-745-7102
SUPERINTENDENT	Dr. Maria Goodloe	843-937-6319
BOARD CHAIR	Mr. Gregg Meyers	843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	24	15

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

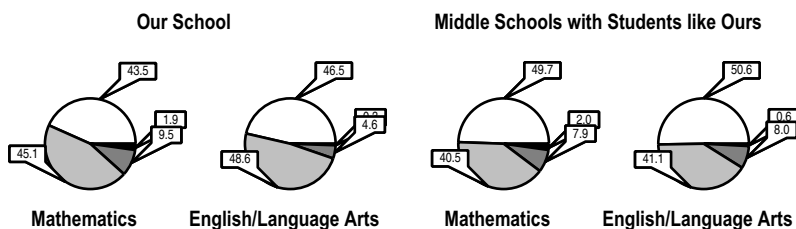
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

	<b>Definition of Critical Terms</b>
	<b>Advanced</b> Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b> Well prepared to work at next grade level; met expectations
	<b>Basic</b> Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b> Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	29	90	49
Percent satisfied with learning environment	71.4%	51.7%	93.5%
Percent satisfied with social and physical environment	72.4%	67.1%	75.0%
Percent satisfied with home-school relations	34.5%	69.9%	78.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	378	100.0	46.5	48.6	4.6	0.3	4.9	17.6
Gender								
Male	216	100.0	55.7	40.5	3.8	N/A	3.8	17.6
Female	162	100.0	34.4	59.4	5.6	0.6	6.3	17.6
Racial/Ethnic Group								
White	28	100.0	26.9	61.5	7.7	3.8	11.5	17.6
African-American	332	100.0	47.2	48.5	4.3	N/A	4.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	100.0	61.1	33.3	5.6	N/A	5.6	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	355	100.0	44.1	50.7	4.9	0.3	5.2	17.6
Disabled	23	100.0	85.7	14.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	378	100.0	46.5	48.6	4.6	0.3	4.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	377	100.0	46.3	48.8	4.6	0.3	4.9	17.6
Socio-Economic Status								
Subsidized meals	317	100.0	48.4	47.1	4.2	0.3	4.5	17.6
Full-pay meals	61	100.0	36.2	56.9	6.9	N/A	6.9	17.6

Mathematics								
All students	378	100.0	43.5	45.1	9.5	1.9	11.4	15.5
Gender								
Male	216	100.0	45.7	42.4	10.0	1.9	11.9	15.5
Female	162	100.0	40.6	48.8	8.8	1.9	10.6	15.5
Racial/Ethnic Group								
White	28	100.0	11.5	65.4	15.4	7.7	23.1	15.5
African-American	332	100.0	47.5	42.9	8.3	1.2	9.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	16.7	55.6	22.2	5.6	27.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	355	100.0	42.1	45.8	10.0	2.0	12.0	15.5
Disabled	23	100.0	66.7	33.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	378	100.0	43.5	45.1	9.5	1.9	11.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	377	100.0	43.6	45.0	9.5	1.9	11.4	15.5
Socio-Economic Status								
Subsidized meals	317	100.0	46.2	42.3	9.9	1.6	11.5	15.5
Full-pay meals	61	100.0	29.3	60.3	6.9	3.4	10.3	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	N/A	38.5	43.8	16.2	1.5	17.7
	Grade 7	142	N/A	35.5	56.7	7.8	N/A	7.8
	Grade 8	113	N/A	41.1	48.2	10.7	N/A	10.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	116	100.0	46.4	47.3	6.4	N/A	6.4
	Grade 7	140	100.0	40.3	54.7	5.0	N/A	5.0
	Grade 8	122	100.0	53.7	43.0	2.5	0.8	3.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	N/A	50.0	39.2	9.2	1.5	10.8
	Grade 7	142	N/A	68.1	26.2	5.7	N/A	5.7
	Grade 8	113	N/A	52.7	45.5	1.8	N/A	1.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	116	100.0	30.0	49.1	17.3	3.6	20.9
	Grade 7	140	100.0	48.9	39.6	9.4	2.2	11.5
	Grade 8	122	100.0	49.6	47.9	2.5	N/A	2.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 396)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	7.2%	14.4%
Retention rate	N/A	N/A	3.7%	2.3%
Attendance rate	95.7%	Up from 95.3%	94.7%	95.2%
Eligible for gifted and talented	5.7%	Up from 4.2%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.4%	Down from 8.1%	16.5%	14.1%
Older than usual for grade	24.2%	Up from 6.5%	9.8%	4.9%
Suspended or expelled	0.0%	Down from 0.9%	1.7%	1.3%
Annual dropout rate	0.0%	Down from 1.2%	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	40.0%	Down from 44.4%	44.4%	47.1%
Continuing contract teachers	64.0%	Up from 44.4%	73.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	67.6%	Down from 74.8%	77.3%	84.3%
Teacher attendance rate	96.3%	Down from 96.8%	94.6%	95.0%
Average teacher salary	\$38,764	Up 0.8%	\$38,478	\$39,924
Prof. development days/teacher	10.4 days	Up from 9.6 days	11.5 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	22.4 to 1	Down from 24.9 to 1	18.5 to 1	21.0 to 1
Prime instructional time	90.6%	Down from 90.9%	86.5%	88.9%
Dollars spent per pupil*	\$6,082	Up 20.4%	\$6,638	\$5,854
Percent spent on teacher salaries*	52.3%	Down from 56.1%	58.9%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Down from 99.0%	84.5%	94.8%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the "whole person" by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a school wide remediation program is implemented to target all students. Students with the highest needs also receive computer assisted tutoring using Plato software. All teachers are required to tutor every cadet Monday, Wednesday, and Friday. An after school homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, Thursday, and four hours on Saturday mornings, and one hour before school daily.

A Super-Saturday program developed for all cadets and parents enhance parental involvement. A PACT night for parents is offered twice quarterly to share PACT study tips and test-taking techniques. All cadets are required to participate in the Accelerated Reader and Independent Reading programs. Awards are provided to students who received points for completing reading assignments. Teachers use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instructions is done by providing teachers with training on cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences.

Anderson W. Townsend, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.